

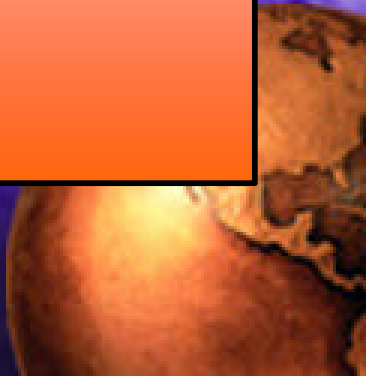


Winter Institute February 2004

CSIP

Constant Conversation Question #4:

**How will we evaluate programs
and services to ensure improved
student achievement?**



Today—We are going to cover a great deal of material. It will be presented in 3 parts:

Part 1: Clear Program Expectations

**Part 2: Summative Program Data—
What happened compared with
what we expected?**

**Part 3: In-depth Program Analysis—
What are some possible
explanations for our data?**



Three Parts Simplified



Part 1: What did you expect?



Part 2: What did you get?



Part 3: Why did you get it?



Purposes of Day



- Establish a mindset for program evaluation that leads you to develop a process that you will improve over time.
- Offer general principles that are derived from accepted practice.
- Provide enough information to start the conversation at home.





What about today?



What it **is** . . .

- A conversation starter
- A conceptual framework
- A non-regulatory goal-oriented approach



What it is **not** . . .

- Not a required model
- Not a methods class
- Not an easy answer to what is complex

CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

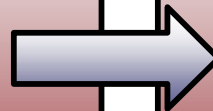
Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**



What will you take home at the end of the day?



Part 1: What did you expect?

- **Teaching document that shows programs support of CSIP goals.**
- **Teaching document that shows district goals, other program, goals, and other program goal indicators.**





What will you take home at the end of the day?



Part 2: What did you get?

- **Teaching document that addresses program participants, summative data, and in-depth program analysis priorities for programs incorporated into the CSIP**





What will you take home at the end of the day?

Part 3: Why did you get it?

- Teaching document that addresses more general and in-depth program specific questions
- Teaching document that incorporates the DDL process



Reflect by Yourself First



- **What are any two indicators (data points) that you use to assist you in determining program effectiveness for students?**





Introduce yourself to people at your table.



Share one of the indicators (data points) your district uses for any program to assist in determining program effectiveness.





Not only will you have program-specific indicators (data points) but you will also use your CSIP goals and indicators to assist you in determining program effectiveness.



Table Talk Question



- **How do you know how well your district's programs are contributing to progress with CSIP goals?**





Evaluation Story . . .



“The history of the profession has never been a particularly attractive subject in _____ education, and one reason for this is that it is so unrelievedly deplorable a story.





Evaluation Story . . .

For century after century, all the way into the remote millennia of its origins, _____ got along by sheer guesswork and the crudest sort of empiricism. It is hard to conceive of a less scientific enterprise among human endeavors.



Evaluation Story . . .



Virtually anything that could be thought up for _____ was tried out at one time or another, and once tried, lasted decades or even centuries before being given up.





Evaluation Story . . .



It was, in retrospect, the most frivolous and irresponsible kind of human _____, based on nothing but trial and error, and usually resulting in precisely that sequence.”




Chenoweth

We Must Understand Education to Revolutionize It, Karin



**What is the profession
in the story?**

medicine, including
pathology, anatomy,
organic chemistry, etc. . . .

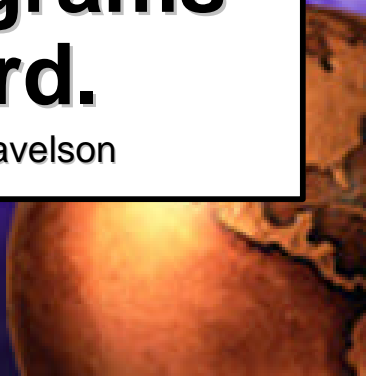




Why this focus on program evaluation?

- **In all areas of NCLB, the current policy focus is unmistakably on establishing programmatic effects.**
- **States and schools will have to demonstrate that they plan to spend those funds on programs with a scientific track record.**

Feuer, Towne, and Shavelson






Remember . . .



- **Even the most sophisticated medical research often results in conflicting and transitory results.**
- **Educators have never asked much of educational research and development, and that's exactly what we gave them. That is not true anymore.**



National Research Council, 2001



Why evaluate education programs?

- **To determine the effectiveness of programs for participants**
- **To document that program objectives have been met**
- **To provide information about service delivery that will be useful to program staff and other audiences**
- **To enable program staff to make changes that improve program effectiveness.**

Understanding Evaluation: The Way to Better Prevention Programs, Lana Muraskin



**Despite policy demands,
why would you want to
know if a program is
doing what it was
intended to do?**

- To create your own local educational professional community that regulates itself.**

What are the fundamental components of a CSIP goal-oriented approach to program evaluation?

- 1. Identification of CSIP goals and other program goals**
- 2. Identification of variables which affect performance**
- 3. Identification of the indicators by which performance will be judged**
- 4. Identification or development of procedures for collecting information regarding performance.**


What are the fundamental components of a CSIP goal-oriented approach to program evaluation?

5. Collection of performance data
6. Comparison of the information regarding performance with the expectations
7. Communication of results of the comparison to appropriate audiences.

What is the assumption of a CSIP goal-oriented approach to program evaluation?

The most important decisions regarding the program to be evaluated are contingent on its goals and indicators for judging relative success or failure in attainment of these expectations.

What are the intended results of a CSIP goal-oriented approach to program evaluation?



Judgments of worth regarding the program based upon interpreted comparisons between performance data and CSIP goals and other program goals/indicators.

With your team or a partner

- Is your confidence that a program is doing what it was designed to do a **matter of faith** or a **matter of fact**?
- How would a goal-oriented approach assist you in improving the quality of program evaluation in your school?

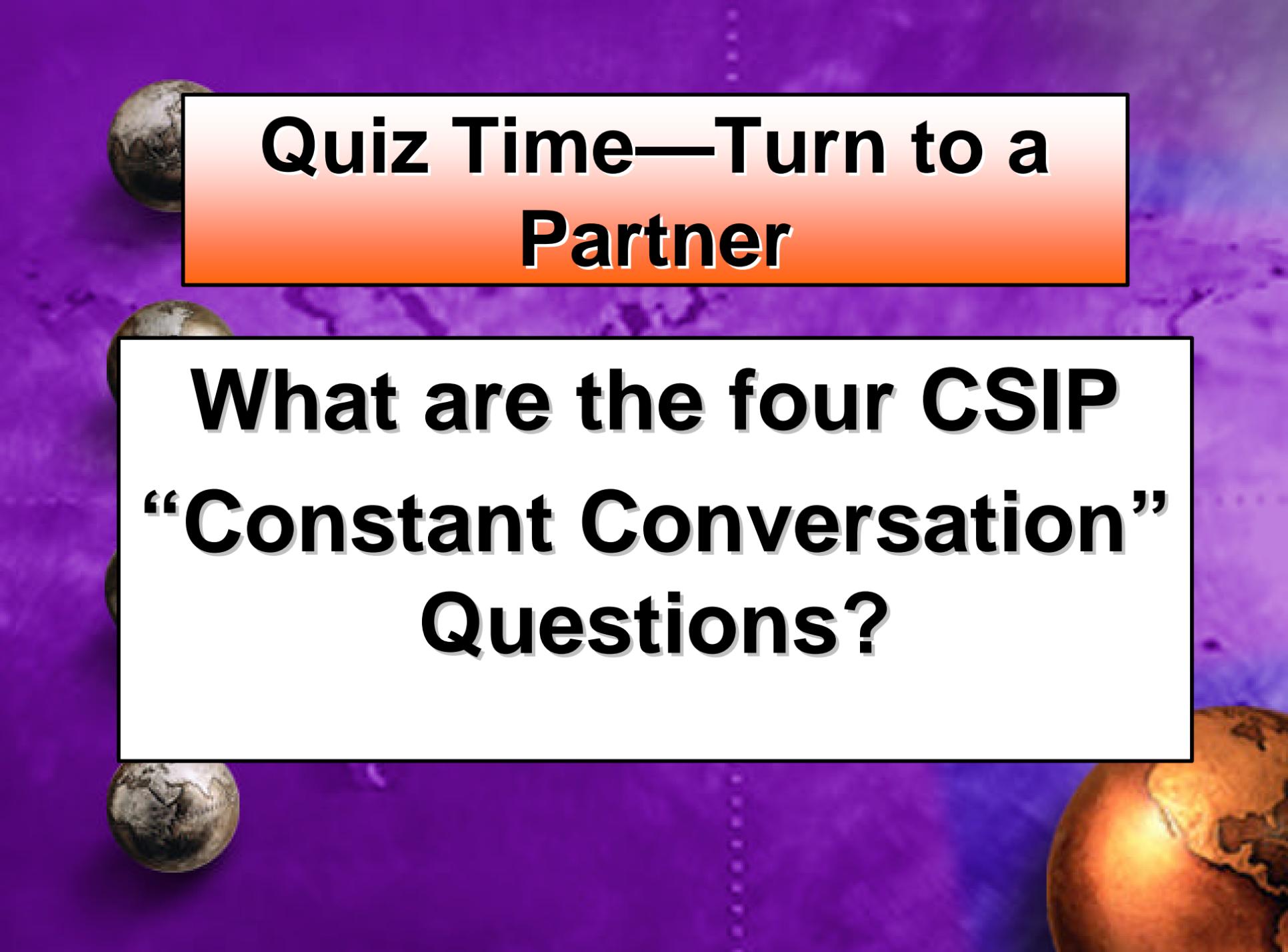


**Before we go begin with
Part 1 . . .**

**We need to do some
CSIP background
checking and review .**

■ ■





**Quiz Time—Turn to a
Partner**

**What are the four CSIP
“Constant Conversation”
Questions?**



Constant Conversations

- **What do data tell us about student learning needs?**
- **What do/will we do to meet student learning needs?**
- **How do/will we know that student learning has changed?**
- **How will we evaluate our programs and services to ensure improved student achievement?**

Process Linkages Among the Four Questions

- The next slide shows the continuous process of the constant conversations.
- Data from program evaluation—Question #4 feed back into needs assessment—Question #1.
- Priority actions to improve programs feed into Question #2—what will we do?

Comprehensive School Improvement Plan (CSIP) Constant Conversations for Student Benefit

What do data tell us about
our student learning needs?

CSIP

Question #1

District Career

**Student
Benefit**

CSIP
Question #2

What
do/will we
do to
meet
student
learning
needs?

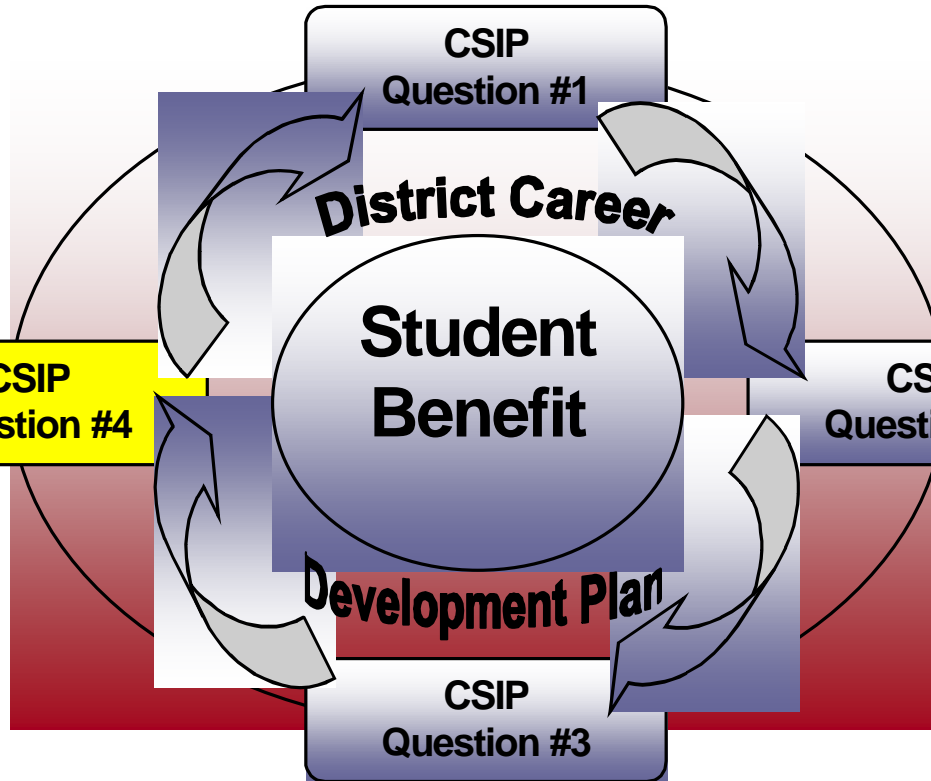
CSIP
Question #4

How will
we
evaluate
our
programs
and
services
to ensure
improved
student
learning?

Development Plan

CSIP
Question #3

How do/will we know that
student learning has changed?





**Clarity with how you will evaluate your programs and services (Question #4) will impact your goal writing in Question #2—
What do/will we do to meet student learning needs?**



True/False



- **Question: Evaluating the effectiveness of programs incorporated into and supporting the CSIP is optional.**



- **Answer: False**





True/False



- **Question: Only one program incorporated into and supporting the CSIP requires the analysis of teacher data about the implementation of instructional strategies.**



- **Answer: True**





Jeopardy



- **Answer: 11**
- **Question: A school district must evaluate how many state and federal programs incorporated into and supporting the CSIP?**





Types of Programs



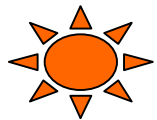
State-Mandated Programs



Federal Programs Tied to Funding



Competitive Grants Programs



Locally-Established Programs



**The information today
will focus on the state
mandated and federal
programs.**



**You can add any of the other
kinds of programs (competitive
grant programs, locally-grown) to
any evaluation process you
choose.**



Programs of Today's Focus

- **District Career Development Plan (professional development program)**
- **At-Risk Program**
- **Gifted and Talented Program**
- **Mentoring and Induction Program**
- **Perkins Vocational and Technical Education Programs**



Programs of Today's Focus



- **Special Education Programs and Services**
- **Title I, Part A Parental Involvement Program**
- **Title II, Part A Teacher and Principal Training and Recruiting Program**





Programs of Today's Focus



- **Title II, Part D Enhancing Education Through Technology**
- **Title III Language Instruction for Limited English Proficient and Immigrant Students**
- **Title IV, Part A Safe and Drug-Free Schools and Communities**





We are going to look at the regulatory guidance document for the CSIP requirements for Constant Conversation Question #4.



The first page is on the next slide

Citation	Topic	Rule	Rule Interpretation	Noncompliance Statement
281—IAC 12.8(1)(e)	31. Evaluation of the comprehensive school improvement plan	A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.	<ul style="list-style-type: none"> “Strategies” to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively. Strategies to collect data and information are locally determined. 	ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)
281—IAC 12.5(12)	32. Evaluation of gifted and talented program	Each school district shall include in its CSIP the provision to review and evaluate its gifted and talented program.	<p><i>Note: This requirement applies only to public school districts only: public school districts. GT2.</i></p> <ul style="list-style-type: none"> The content and frequency of the school district’s evaluation of its gifted and talented programming is locally determined. 	The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its gifted and talented program. 281—IAC 12.5(12)
281—IAC 12.5(13)	33. Evaluation of at-risk program	Each school district shall include in its CSIP the plan to review and evaluate the effectiveness of provisions for at-risk students.	<p><i>Note: This requirement applies only to public school districts only: public school districts. AR4.</i></p> <ul style="list-style-type: none"> The content, frequency, and method of the school district’s evaluation of its at-risk programming is locally determined. 	The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its at-risk program. 281—IAC 12.5(13)



Column One

Citation

281—IAC 12.8(1)(e)





Column Two

Topic

**31.
Evaluation of the
comprehensive school
improvement plan**

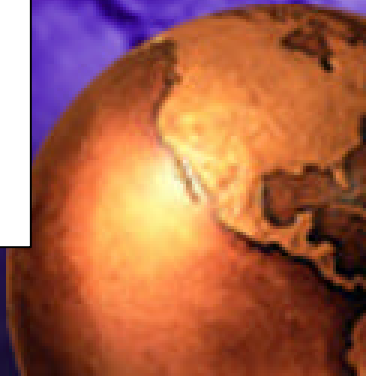




Column Three

Rule

A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.





Column Four

Rule Interpretation

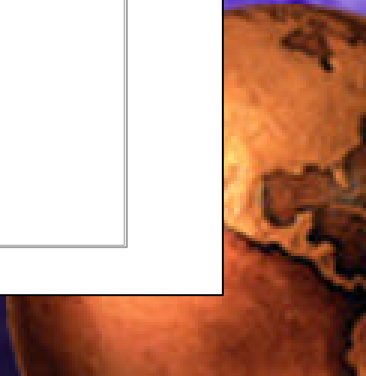
- **“Strategies” to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively.**
- **Strategies to collect data and information are locally determined.**



Column Five

Noncompliance Statement

ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)



CSIP Question #4—Regulatory Guidance Document

- **Note that the regulatory guidance document for Question #4 has been updated.**
- **The second requirement for the mentoring and induction program has been moved to assurances.**
- **The TQ code numbers have been corrected to eliminate redundancy.**

CSIP Question #4—Regulatory Guidance Document

- **With a partner, review the content and functions of the chart.**
- **Compliance-Thinking Caution: We should not “slavishly chain ourselves to every provision and word of NCLB.” The peril is being more concerned with rules than results.**

True/False—Use column four

- **Question: Each of the 11 programs prescribes specific program evaluation content, process, and frequency.**
- **Answer: False—the content, process, and frequency of most program evaluation is locally determined.**

True/False—Use column five

- **Question: Every program is required to have mandated “indicators” by which it will measure program effectiveness.**
- **Answer: False—some indicators are mandated in law; many are implied by law and locally determined.**



Turn to your team or a partner

Is compliance with program evaluation requirements (use the regulatory chart for Question #4 as guidance) enough to have confidence that a program is supporting CSIP goals and doing what it was designed to do? Why or why not?

End of CSIP background and review.

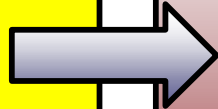


CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**

Now we begin Part 1: What did you expect?

- **Please locate Westlake
Constant Conversation
#1: What do data tell us
about student learning
needs?**

Turn to page 2, sub-question

A: What data do we collect?

- **Question: Do you see any references to programs and data relative to programs in Westlake's list?**
- **Answer: No, Westlake knows that it needs to improve how it evaluates programs.**

Locate Westlake #2: What do/will we do to meet student learning needs? (Textbox Version)

- **Turn to page 4, sub-question C: What is our current practice to support these long-range goals?**
- **Look at #2—Instructional programs/services supports currently used in the district**




Read the textbox

- **What does Westlake intend to do with the program evaluation data it will collect in the future?**
- **What are the implications in the future for Westlake's actions (in Constant Conversation #2) relative to program effectiveness?**



Locate two critical Part 1 documents:

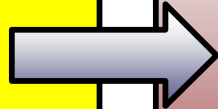
- **Westlake District Goals and Indicators (blue sheet—two pages)**
 - **Westlake Programs/Services Clear Expectations Chart (blue)**
- 

CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

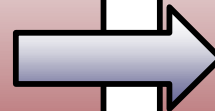
Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**

District Long-Range Goals

Westlake's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. (LRG1, MCGF3, AR6, EIG1)

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-3 who are independent readers at grade level on the Basic Reading Inventory (BRI).

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school. (LRG2, LRG3, AR6, EIG1)

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.



Westlake CSIP Goals and Indicators

- **Westlake has chosen to include its indicators (data points by which the goal will be measured) with each goal.**
- **The district believes that having a clear understanding of the indicators has implications for the actions it will implement to meet those goals.**

Westlake CSIP Goals and Indicators

- **Review Westlake's CSIP goals and indicators.**
- **Use the “textbox” version of Westlake's Question #2 to help you.**
- **Reminder: This is the way Westlake chose to write its goals—how you write CSIP depends upon your local needs and beliefs.**

Locate Westlake's Clear Expectations Chart

- **Now that we have seen the goals and indicators, we need to understand at how Westlake has chosen to demonstrate the alignment of its programs with the CSIP goals.**

Program or Service	State and Federal Accountability Goals for Student Achievement <ul style="list-style-type: none"> Same indicator data used to measure effectiveness of multiple programs Goals supported by each program are underlined. 				Other Program Goals <ul style="list-style-type: none"> These are goal in addition to CSIP goals. A particular program sometimes requires goals that a district needs and for which the district will make application for funding. Sometimes goals are locally determined as a result of needs data in areas other than the state indicators in reading, mathematics, and science. 	Indicators for Other Program Goals <ul style="list-style-type: none"> These are data points by which goal progress will be measured. Clearly identifying how progress will be measured assumes the need for tight alignment between what the program or service says it will deliver and what it actually delivers. 	Indicator Status <ul style="list-style-type: none"> Does the district currently collect each data point? If not, when and how will collection occur?
District Career Development Plan (professional development program)	1 a 1 b	2 a 2 b		4 ar 4 a m	Effort 1. 100% of all faculty responsible for instruction will participate in district and building career professional development opportunities.	1. Percentage of faculty responsible for instruction who participate in district and building career professional development opportunities.	Westlake will need to collect these data.
	TQ 11	TQ 11		TQ 11		2. Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs. (Data are collected intermittently to make formative decisions about training. Implementation data are also used to judge the effectiveness of the program in a summative evaluation.) TQ10, TQ12	Westlake will need to collect these data.

True/False—use Westlake's clear expectations chart—use second column

- **Question: Westlake is using its CSIP goal indicator data to measure the effectiveness of 10 of its programs.**
- **Answer: True**

True/False-- use Westlake's clear expectations chart—use third column

- Question: Westlake uses only CSIP goals and indicators to measure program effectiveness for **four** of its programs.
- Answer: True

True/False-- use Westlake's clear expectations chart last column

- **Question: Westlake currently collects all the indicator data it has identified as needing to measure program effectiveness for all 11 programs.**
- **Answer: False**



**We are still looking at
Part 1—What did we
expect?**



**Now we will focus on the
expectations for
Westlake's district career
development plan.**

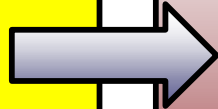


CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**



Effort and Effect

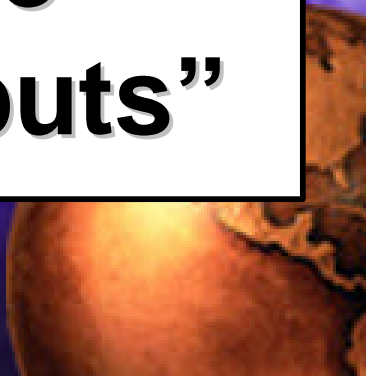
(from Winter Institute 2003)

Efforts

**What
educators
do/govern
—the
“inputs”**

Effects

**How
students
benefit—
the
“outputs”**



True/False—use the third column



- **Question: Every indicator for Westlake's CSIP goals and other program goals is an “effect” indicator—what students will demonstrate.**
- **Answer: False**



Critical Question



**Why does Westlake
need “effort”
indicators for its
district career
development plan?**



District Career Development Plan

- Invest the lion's share of your energy with CSIP planning here.
- How will your plan address the issue of ensuring that improving instructional practice **IS** a part of **daily operations**—it will go on despite staff turnover—like the Friday night football game?

District Career Development Plan

- **Look at Westlake #2 teaching document (with and without the text boxes), the regulatory guidance document, and Westlake's Clear Expectations Chart.**
- **We will go through the district career development plan.**



TQ in the



regulatory



document



stands for

teacher quality.

District Career Development Plan

- **Read Westlake Question #2F Item 1, page 6—use both versions, with and without text boxes.**
- **Look up TQ10, TQ11, and TQ12 on the regulatory guidance document.**
- **Then look at the Clear Expectations Chart. Read #35 -- Evaluation of PD (TQ10, 11, 12)**

Program or Service	State and Federal Accountability Goals for Student Achievement <ul style="list-style-type: none"> Same indicator data used to measure effectiveness of multiple programs Goals supported by each program are underlined. 				Other Program Goals <ul style="list-style-type: none"> These are goal in addition to CSIP goals. A particular program sometimes requires goals that a district needs and for which the district will make application for funding. Sometimes goals are locally determined as a result of needs data in areas other than the state indicators in reading, mathematics, and science. 	Indicators for Other Program Goals <ul style="list-style-type: none"> These are data points by which goal progress will be measured. Clearly identifying how progress will be measured assumes the need for tight alignment between what the program or service says it will deliver and what it actually delivers. 	Indicator Status <ul style="list-style-type: none"> Does the district currently collect each data point? If not, when and how will collection occur?
District Career Development Plan (professional development program)	1 a 1 b	2 a 2 b		4 ar 4 a m	Effort 1. 100% of all faculty responsible for instruction will participate in district and building career professional development opportunities.	1. Percentage of faculty responsible for instruction who participate in district and building career professional development opportunities.	Westlake will need to collect these data.
	TQ 11	TQ 11		TQ 11		2. Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs. (Data are collected intermittently to make formative decisions about training. Implementation data are also used to judge the effectiveness of the program in a summative evaluation.) TQ10, TQ12	Westlake will need to collect these data.

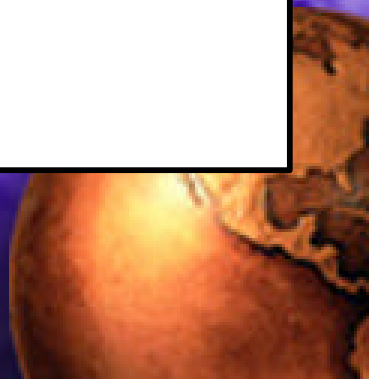
<p>3. 100% of all K-12 teachers will use technology to deliver instructional strategies as specified in the district career development plan.</p>	<p>0. Percentage of K-12 teachers who document technology usage in their implementation logs. (TQ10)</p>	<p>Westlake will need to collect these data.</p>
<p><u>Effect</u></p> <p>0. Seventy percent of K-6 students will score at the independent level (at grade level) in reading vocabulary and comprehension.</p>	<p>3. Percentage of K-6 students who are independent at grade level on the BRI. (TQ11)</p>	<p>Westlake already collects these data.</p>
<p>3. Seventy percent of 7-8 students will meet or exceed standards in problem solving and use of representations.</p>	<p>0. Percentage of 7-8 students who improve on district-developed performance tasks. (TQ11)</p>	<p>Westlake will need to collect these data.</p>



Timelines



- **In 2004-05, all buildings need to be engaged in the professional development process (cycle)**
- **Not all schools need to be in the same place in the process.**





Example--



- Elementary has set professional development target, selected content, and launched training**
- Middle school has selected content but is working on identifying trainers**
- High school has set a professional development target and is studying the literature base in content area teams**



Constant Conversation #4: How will we evaluate our programs and services to ensure improved student learning?

- **Evaluation considers the effect of professional development on these:**
 - improved instructional practice
 - student learning
- **Collect and analyze these:**
 - implementation teacher data
 - student data

District Career Development Plan



Look for these in Westlake's district career development plan:

- evaluation of implementation**
- evaluation of student results**
- formative evaluation**
- summative evaluation**



Evaluating Professional Development



Formative

- Ongoing, intermittent
- Teacher and student data
- Used to adjust training/learning opportunities



Summative

- Occurs at greater intervals than formative
- Measures program effectiveness
- Used for planning future actions



District Career Development Plan

If Westlake measured these indicators (CSIP and additional) for its district career development plan (professional development program), would the district have a good picture about whether the professional development was working or not?



District Career Development Plan



**What other evaluation
questions might
Westlake have about its
district career
development plan?**



**Reminder as we finish Part 1:
What did we expect?**

**The CSIP Constant
Conversation Question #4
technical assistance package
coming in March will show how
Westlake will answer Question
#4 in its CSIP.**

Westlake might include in its CSIP the additional program goals and indicators, a timeline for program data collection, analysis, etc.

The expectations chart is for local use—it is NOT a required template in the CSIP web-based system.



True/False




- **Question: Data collections and analyses for programs, whether effort or effect, can include the same data to review multiple programs at the same time.**



- **Answer: True**





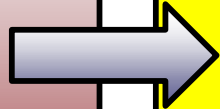
Now we begin Part 2: What did get?

CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

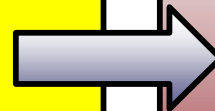
Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**



Programs/Services Summative Results

- This chart on the next slide is intended to show how you can present program participant information, summative data, and in-depth program analysis priorities “at-a-glance” rather than one program at a time.
- Function of this chart: to use results within and across programs to determine which programs might be a priority for in-depth analysis.

What do we offer and who participates?


What do district-level data tell us over time about students participating in a program and program implementation?

How do we establish priorities for in-depth program analysis?

Programs/ Services	Student Demographic s What students participate in or benefit from the program or service?	Indicator Data Year 1 How are the participants doing and how is program implementation going (baseline)?	Indicator Data Year 2, 3, 4, 5 . . . and so on How are the participants doing and the implementation going over time?	Change in Data Over Time What is the quantity of the change for participants and implementation ?	What do the data tell us about the benefits to students in each program? Across programs?	Program Analysis How do we establish priorities for program analysis—within individual programs and across programs?
District Career Development Plan (professional development program)	Total: Male: Female: Other Subgroups:					
At-Risk Program	Total in Program: Male: Female: Other Subgroups:					



Programs/Services Summative Results

- 
- **Since Westlake still has to collect some program indicator data in order to determine priorities for in-depth program evaluation, this chart shows that Westlake's baseline year for program evaluation summative results will begin with the 2004-05 school year.**

Programs/ Services

Student Demographics

What students participate in
or benefit from the program
or service?

**District Career Development Plan
(professional development program)**

Total:

Male:

Female:

Other Subgroups:

At-Risk

Total in Program:

Male:

Female:

Other Subgroups:

Program



Programs/Services Summative Results



- **Study the first two columns.**
- **Discuss with your partner: What additional information do we want to know about the students who participate in each program? Across programs?**



**Indicator Data
Year 1**

How are the
participants
doing and how is
program
implementation
going
(baseline)?

**Indicator Data
Year 2, 3, 4, 5 . .
. and so on**

How are the
participants
doing and the
implementation
going over time?

**Change in Data
Over Time**

What is the
quantity of the
change for
participants and
implementation?

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Programs/Services Summative Results



- **Study the three columns about indicator data.**
- **Discuss with your partner: How many years of performance data do we have for participants in specific programs? How much teacher implementation data do we have for any program?**





Caution



- **Drawing conclusions about the effectiveness of a program with two years of data (which is not a trend) is not recommended.**



**What do the data
tell us about the
benefits to students
in each program?**

Across programs?

Program Analysis
**How do we
establish priorities
for program
analysis?**



Programs/Services Summative Results



- **Study the last two columns.**
- **Discuss with your partner:
How do we establish
priorities now about when to
do an in-depth analysis for a
particular program?**





True/False



- Question: It is possible to see indicator results “themes” emerge **across programs?**




- Answer: True






Programs/Services Summative Results

- What are the implications for you when you go home about **how to determine priority programs for in-depth analysis?**



**Now we begin
Part 3: Why
did we get it?**

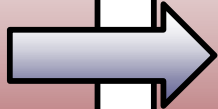


CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

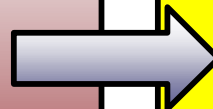
Part 1

**What did
we
expect?**



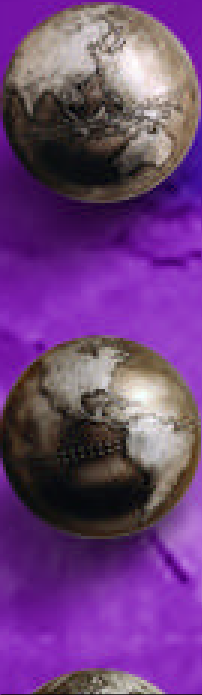
Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**



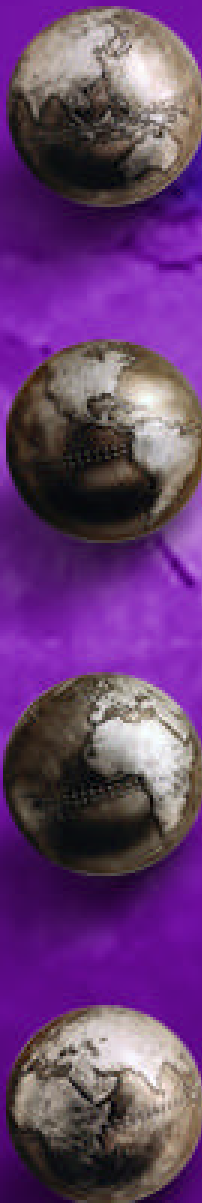
**What happens after
Westlake determines
which program(s) need
more in-depth
analysis?**




**It needs to explore possible
explanations for the
interpretations it made about the
performance data.**

Data-Driven Leadership (DDL) Process

Program or Service Under Analysis:	Question	Additional Program Specific Questions	Information	Collect and Summarize	Decide Is this something in which we can affect change?	What do we need to do to enable the program to be effective for students?
How will you determine the most important questions to ask?	1. What contribution is the program supposed to be making relative to CSIP goals? What is the goal alignment between the program (program purpose) and the CSIP?					
	2. Are students served this program making progress that our state indicator data do not reflect?					
	3. How are the activities of this program or service coordinated with other programs and services?					
	4. How well does the program design (content, curriculum) reflect research-based practices?					



**You should be looking
at a Westlake document
called “In-Depth
Program Analysis”**



**What are some possible
explanations for the
interpretations we made
about the data?**



In-Depth Program Analysis



- **Westlake would like to use the DDL process during its in-depth analysis of a particular program or service.**



- **Review the following 12 kinds of questions that Westlake could potentially use to frame program specific questions.**



1. What **contribution** is the program supposed to be making relative to CSIP goals? What is the **goal alignment** between the program (program purpose) and the CSIP?

2. Are students served this program **making progress** that our state indicator data do not reflect?

3. How are the activities of this program or service **coordinated** with other programs and services?

4. How well does the **program design (content, curriculum)** reflect research-based practices?

5. How well does **program delivery** align with the program design?

6. What **resources** are used to implement this program?
Money, time, qualified staff, PD, multiple funding sources serving same student

7. How does **leadership** demonstrate support for this program?

8. How does the **community** demonstrate support this program?

9. How do we know the program is delivered **with equity**?

10. How well do local **policies and procedures** support the program?

11. What are the other **student variables** that may impact program results?

12. What are the most important **implementation elements**? Have we done them? (connect to research base)

The 12 general questions are representative of categories that run across multiple evaluation designs.

- **What do you notice about the qualities of these 12 kinds of questions?**
- **How would you determine which categories would be the most important to create program specific questions?**



In-Depth Program Analysis



- If, for example, Westlake's summative program data indicated that it was a high priority to complete an in-depth review of its special education program and services, **Special Education** would appear in the upper left hand corner.





Just “What If” Practice



- **Look about and find a partner at another table—get together.**
- **Use the Westlake document for in-depth program analysis that has the “general question” and “additional program specific questions columns.”**





**Now locate the
Westlake
document that
looks like the
following slide.**

Question	Additional Program Specific Questions
<p>1. What contribution is the program supposed to be making relative to CSIP goals? What is the goal alignment between the program (program purpose) and the CSIP?</p>	
<p>2. Are students served in this program making progress that our state indicator data do not reflect?</p>	
<p>3. How are the activities of this program or service coordinated with other programs and services?</p>	



Just “What If” Practice




- Pretend that you need to complete an in-depth analysis of your special education program.
- Choose several types of questions (out of the 12 general categories) and write program specific questions for **special education**.



Program Specific Questions— How do your belief systems impact what you ask?

- **What did you discover about crafting program-specific questions for special education?**
- **What are the implications for your work at home?**



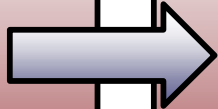
**We have now
finished Part 3 of
a goal-oriented
program
approach.**

CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

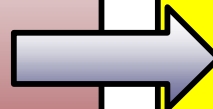
Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**




**We have walked
through much
information—now it is
time to summarize
what you have heard,
seen, and discussed at
your table.**



Sum It Up

**The following slides
capture the key points
from today.**





Remember These

A goal-oriented approach has three parts:

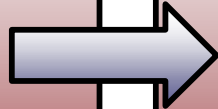
- 1. Part 1:** What did we expect from the program?
- 2. Part 2:** What happened with the program?
- 3. Part 3:** What are some possible explanations for the interpretations we made about the data?

CSIP Constant Conversation #4

How will we evaluate our programs and services to ensure improved student learning?

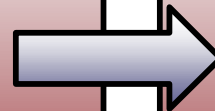
Part 1

**What did
we
expect?**



Part 2

**What did
we
get?**



Part 3

**Why did
we
get it?**



Remember These

- **There is no one mandated approach to program evaluation.**
- **There is no one right way to determine program effectiveness.**



Remember These

- **Evaluating programs is not optional.**
- **The same indicator data can be used to assist you in measuring the effectiveness of multiple programs.**



Remember These

- **Your program evaluation process will improve over time.**
- **Constant Conversation**
Question #4 is about a plan to find the answers, not about the answers.



**Thank You for
Coming!**

Safe Home.